

Preventing Extremism & Radicalisation Policy

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Rationale

Rosebery School is committed to providing a secure environment for all of our students, staff and stakeholders. The current threat from terrorist extremism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.

The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Rosebery School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Rosebery School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Aims of the Policy

- To ensure that there is a consistent understanding of the risks to young people of extremism and radicalisation.
- To inform staff practice when concerns arise about the issues of extremism and radicalisation.
- To safeguard our students and staff from extremism and radicalisation.

Our school's Preventing Extremism and Radicalisation Policy also draws upon the guidance contained in the "Counter Terrorism and Security Act 2015", the "Revised Prevent Strategy, 2015", DfE Guidance "Keeping Children Safe in Education, 2018"; "Tackling Extremism in the UK" and the DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People"

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are to be found in Appendix 1.

In adhering to this policy, and the procedures therein, staff, governors, volunteers and visitors will contribute to Rosebery School's delivery of the outcomes to all children, as set out in the Children Act 2004.

Ethos & Practice

- There is no place for extremist views of any kind in our school, whether from internal sources (students, staff, School Strategy Board members/governors), or external sources (school community, external agencies or individuals).
- It is imperative that students and parents/carers see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers encourage and facilitate this.
- As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for our students. We also recognise that if we fail to challenge extremist views, we are failing to protect our students.
- Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Curriculum

- We provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.
- We are aware that young people can be exposed to extremist influences, or prejudiced views, from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.
- Any prejudice, discrimination or extremist views, including derogatory language, displayed by students, staff, visitors or parents/carers, will always be challenged and, where appropriate, dealt with.

Risk indicators

As part of wider safeguarding responsibilities school staff will be alert to:

- disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out;
- graffiti symbols, writing, or artwork, promoting extremist messages or images;
- students accessing extremist material online, including through social networking sites;
- parental reports of changes in behaviour, friendship or actions and requests for assistance;
- local schools, local authority services, or police reports of issues affecting pupils in other schools or settings;
- students voicing opinions drawn from extremist ideologies and narratives;
- use of extremist or 'hate' terms to exclude others or incite violence;
- intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- attempts to impose extremist views or practices on others; and
- anti-Western or anti-British views.

Teaching & Learning

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily during PSHE and tutor time sessions but also by adopting the methods outlined in the government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

- We will ensure that all of our teaching approaches help our students build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills.
- We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.
- We will be flexible enough to adapt our teaching approaches, as appropriate, to address specific issues to become even more relevant to the current issues of extremism and radicalisation.
- This approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation.
- This will work in conjunction with our school's approach to the spiritual, moral, social and cultural development of pupils as defined in Ofsted's School Inspection Handbook and will include a programme of assemblies dedicated to promoting fundamental British values, to help further promote this rounded development of our students.
- We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.
- We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain.

Working with Others

- We will also work with local partners, families and communities to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons.
- We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and, where we believe a student is being directly affected by extremist materials or influences, we will ensure that that student is offered mentoring.
- Additionally in such instances our school will seek external support from Surrey Police and/or local partnership structures working to prevent extremism.

Use of External Agencies & Speakers

We encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. Such vetting is to ensure that we do not unwittingly use agencies whose messages contradict each other or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum, so we need to ensure that this work is of benefit to our students. Due diligence checks are completed for external speakers.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that any messages communicated to students:

- support fundamental British Values;
- are consistent with the ethos of the school and do not marginalise any communities, groups or individuals; and

- do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies.

We recognise, however, that the ethos of our school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves, where appropriate to their age and ability, but also to help students develop the critical thinking skills needed to engage in informed debate.

Risk Reduction

The Co-Chairs of the School Strategy Board, the Headteacher and the Senior Designated Safeguarding Leads are responsible for ensuring measures are in place to reduce the risk of extremism and radicalisation, including:

- risk assessing students who have been identified as a cause of concern in relation to radicalisation and extremism (Appendix 3);
- ensuring that the school has a robust Safeguarding Policy, which is shared with all stakeholders;
- ensuring that the school has a robust Anti-Bullying Policy;
- ensuring that all visitors to the school are checked and volunteers undergo a risk assessment;
- ensuring all staff have engaged in the Channel Awareness online training;
- a Prevent Single Point of Contact (SPOC), Ros Allen, who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism - the responsibilities of the SPOC are described in Appendix 2;
- staff at Rosebery School being alert to the fact that whilst extremism and radicalisation is broadly a safeguarding issue, there may be some instances where a child, or children, may be at direct risk of harm or neglect. For example, this could be due to a child displaying risky behaviours, in terms of the activities they are involved in, or the groups they are associated with, or staff may be aware of information about a child's family that may equally place a child at risk of harm (these examples are for illustration and are not definitive or exhaustive);
- all adults working at Rosebery School (including visiting staff, volunteers, contractors and students on placement) are required to report instances where they believe a child may be at risk of harm, or neglect, or if they have concerns that a student may be at risk of radicalisation or involvement in terrorism – they should speak with the SPOC (Ros Allen), or to the Designate Police Liaison Officer (DPLOs) (Sallie Jenks)

This Policy should be read in conjunction with:

1. Child Protection & Safeguarding Policy – GLF and Rosebery
2. Behaviour for Learning Policy – Rosebery
3. Curriculum document – Rosebery

Appendix 1

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- *encourage, justify or glorify terrorist violence in furtherance of particular beliefs;*
- *seek to provoke others to terrorist acts;*
- *encourage other serious criminal activity or seek to provoke others to serious criminal acts; or*
- *foster hatred which might lead to inter-community violence in the UK.*

4. There is no such thing as a “typical extremist” - those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- identity crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- personal crisis – the student/pupil may be experiencing family tensions, a sense of isolation, low self-esteem, they may have dissociated from their existing friendship group and become involved with a new and different group of friends, they may be searching for answers to questions about identity, faith and belonging;
- personal circumstances – migration, local community tensions, events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism, or discrimination, or aspects of Government policy;
- unmet aspirations – the student/pupil may have perceptions of injustice, a feeling of failure, rejection of civic life;
- experience of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration; and
- special educational need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk indicators are:
 - being in contact with extremist recruiters;
 - accessing violent extremist websites, especially those with a social networking element;
 - possessing or accessing violent extremist literature;
 - using extremist narratives and a global ideology to explain personal disadvantage;
 - justifying the use of violence to solve societal issues;
 - joining, or seeking to join, extremist organisations;
 - significant changes to appearance and/or behaviour; and
 - experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Appendix 2

Preventing Violent Extremism - Roles & Responsibilities of the Single Point of Contact (SPOC)

The SPOC at Rosebery School is the Headteacher, Ros Allen, who is responsible for:

- ensuring that staff of the school are aware who is the SPOC in relation to protecting students from radicalisation and involvement in terrorism;
- maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism, or forms of extremism which lead to terrorism;
- raising awareness about the role and responsibilities of Rosebery School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- monitoring the effect in practice of the school's curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation, or involved in terrorism;
- collating relevant information from in relation to referrals of vulnerable students into the Channel* process; and
- sharing any relevant additional information in a timely manner.

* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Surrey Police Counter-Terrorism Unit through their "Prevent" team and it aims to:

- establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Appendix 3

Rosebery School Student Risk Assessment

This form should be used when initial concerns have been raised about a student to determine the level of intervention required.

Name of student:	Tutor Group:
Significant incidents – give details and dates if any of the following have taken place	
Police referral form	
Missing from home overnight	
Truancing from school	
Information from Children’s Services	
Removed from the care of parents/carers	
School nurse referral	
Fixed term exclusion from school	
Removal from school for extended period abroad	
Inappropriate and/or concerning use of internet/social media	
Other (eg. parent/carer information etc.)	
Vulnerabilities	
Young carer	
Bereavement in the close family	
Serious illness in close family	
Family breakdown	
Loss of family home – living in atypical accommodation eg. B&B	
Involvement with Youth Justice	
Poverty/deprivation	
Drug and/or alcohol misuse	
Signs of anxiety and/or confusion linked to sexual identify	
Undergoing gender transition	
Subject to bullying – eg. racist/homophobic/cyber	
New EAL joiner to Rosebery from abroad	
Child Sexual Exploitation	<i>If yes, CSE screening tool must be completed and added to CPOMS.</i>
Exposure to, or articulation of radical beliefs	
Health & Mental Health	
Self-harm	
Depression	
Suicidal thoughts/suicide attempt	
History of eating disorder	
Changes to physical appearance/scarring, bruising	
Termination	
Pregnancy	
Ill health leading to frequent or long term absence from school	
Risk Indicators	
Internal exclusion	
Frequent removal from lessons or rapid accrual of behaviour points	
Change to behaviour eg. more withdrawn, less social interaction, more disruptive/aggressive	
Refusal to attend lessons eg. frequent visits to Student Services during the school day	
Attendance at school below 85%	

Assessment of Risk		
1: High There are multiple risk factors or one significant and overwhelming risk factor which present an immediate and urgent threat to the health, wellbeing and ability of the student to succeed at school. There do not appear to be sufficient protective factors.	2. Medium Significant risk factors are in evidence which are a cause for some concern, but they do not present an immediate or urgent threat to the student's health, wellbeing, or ability to succeed at school. There are some protective factors which serve to mitigate some of these risks.	3. Low The risk factor(s) identified, whilst providing important contextual information about the student are not a cause for concern at this time. The risk is outweighed by existing protective factors.
Action Required		
<ul style="list-style-type: none"> • Key worker allocated (DPLO, LT or HoY) • Intervention plan drawn up by JIG/ROA (CP) • Multi agencies informed as required • Meeting with parents/carers held • Teachers informed • Case reviewed weekly 	<ul style="list-style-type: none"> • Key worker allocated (Intervention Team, DPLO, HoY or DHoY) • Support plan drawn up • Phone call made and/or meeting with parents/carers held • Teachers informed • Case reviewed fortnightly 	<ul style="list-style-type: none"> • Key worker assigned • Monitoring and support agreed by key worker eg. behaviour plan, monthly meeting • Teachers informed, if necessary
Action taken (what, when, by whom)		
Date of Risk Review?		Risk rating changed?